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AUTHOR Williams, Linda
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ABSTRACT

A program for increasing the social skills development of fourth grade students is described. The targeted population consisted of fourth grade students in a growing, low socio-economic status, urban community including a public housing development. The problems of poor social skills and disruptive behavior were documented through observations, behavior checklists, and behavior documentation sheets. Analysis of probable cause data indicated that the problems were related to: (1) a lack of positive social skills; (2) unfavorable living conditions; (3) poor home situations; (4) poor school attendance; and (5) a high mobility rate. Solution strategies consisted of implementing cooperative learning groups to teach conflict resolution skills and character education. Post intervention data indicated an increase in student interpersonal relationships. Data also showed that: (1) student collaboration improved; (2) increased empathy toward others was evident; (3) students learned to solve their problems without using violence; and (4) the number of incidents of inappropriate behavior decreased significantly. The appendices include a sample of the evaluation forms, cooperative learning lessons, character education lessons, and conflict resolution lessons. Contains 38 references. (Author/AA)

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INCREASING STUDENT INTERPERSONAL RELATIONSHIPS

by

*Linda Williams

Submitted in partial fulfillment of the requirements for the degree of Master's of Arts in Teaching and Leadership

Saint Xavier University & IRI/Skylight
Field Based Master's Program

Action Research Project
Site: Orland Park, IL
Submitted: May 1,1995

*Linda Williams
Terrell Elementary
Chicago, IL

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This project was approved by

Mary Y Howell

Advisor

John B. Davis

Advisor

Dean, School of Education

Abstract

AUTHOR: Linda Williams SITE: Orland Park

DATE: May 1, 1995

TITLE: Increasing Student Interpersonal Relationships

ABSTRACT; This report describes a program for increasing the social skills development of fourth grade students. The targeted population consists of fourth grade students in a growing, low socio-economic status, urban community, serving a public housing development. The problems of poor social skills and disruptive behavior were documented through observations, behavior checklists, and behavior documentation sheets.

Analysis of probable cause data indicated that the problem was related to: students having a lack of positive social skills, living in unfavorable demographics, poor home situations, poor attendance, and a high mobility rate.

Solution Strategies consisted of implementing Cooperative Learning Groups to teach conflict resolution skills and character education skills.

Post intervention data indicated an increase in student interpersonal relationships. Student collaboration improved, empathy toward others was evident, students learned to solve their problems without using violence, and the number of incidents of inappropriate behavior decreased significantly.

Dedication

This research is dedicated to my daughter, Sharice. Without her secretarial skills, support, and love, I would not have been able to complete this research.

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Chapter 1

Problem Statement

At-risk students at the elementary school being studied display poor interpersonal relationships resulting in serious behavior problems, as evidenced by the School's Improvement Plans for the 1993-1994 school year, test results, teacher referrals of disruptive students to the school counselor, and teacher observations.

Description of Immediate Problem Setting

The elementary School was constructed in the spring of 1963. It was named to honor an outstanding black leader. The school is located at the extreme southern end of the Robert Taylor Homes, which is the largest public housing development in the world. The student body is 100 percent black, with 95 percent of the students living in five of these 16 story buildings, and the other five percent living within the school boundaries (State School Report Card, 1993).

There are 35 classrooms for grades pre-school through eight for 678 students that attend the school: including two state Pre-kindergarten classes, three kindergarten classes, one Educable Behavior Disorder (EBD) class, One Educable Mentally Handicapped (EMH) class, one Learning Disorder (LD) class, and one class each

for physical education, library, and music. Various programs enrich the instruction that the students receive. Students with greater needs are placed in one of the eight Elementary Secondary Education Act (ESEA) classrooms available. Other special programs are the Dolphin Computer Program, an ESEA Language Arts Lab, a primary computer lab program in reading, reading and math improvement tutoring programs before school, a truancy program (Tap One), and a new reading program Success For All. The Success For All reading program is complete with tutors and instructional materials and is used throughout all grade levels in the school (Success For All, 1993). The reading program is supplemented by the use of the Houghton Mifflin Basal Reading Program (Houghton Mifflin Basal Reading Program, 1983). The math text used throughout the school is the Silver Burdett series, (1987). Cooperative learning is used widely to implement all instruction.

Twenty-five percent of the students at the school are chronic truants. The number of chronic truant students at the school for 1993 was 181, compared with a four point seven percent chronic truant rate for the district. In 1993 the student mobility rate at this school was 76.5 percent, compared with a 32.8 percent mobility rate for the district.

The school's staff consists of 41 teachers: 24 women and 11 men. The staff is integrated with 38 teachers of black descent and 3 teachers of white descent. The average teaching experience is 17 years. More than 80 percent of teachers have a Master's Degree. The staff also includes career service personnel, lunchroom staff

personnel, custodial staff personnel, and two security staff personnel.

The administrative structure consists of a principal, an assistant principal, a reading resource teacher facilitator, an intern monitor (DePaul Program) and a counselor.

Description of Surrounding Community

The school is located in the Washington Park Area. The total population for this area is 19,425 with 98.1 percent (19,429) of the residents being of black descent, 77 of hispanic descent, 49 of native american indian descent, and 35 of asian descent. English is spoken in 95.2 percent of the homes. At least 85 percent of our students live in single parent homes, 93.4 percent are low-income and depend upon welfare for financial existence. In the district, 68.1 percent are low-income (U.S. Census Report, 1990).

Most of the residents in the Washington Park area have a high school education or less. Those employed usually work at unskilled jobs. Currently, 79.3 percent of the residents are not in the labor force. This area has been ranked as number one on the poverty index (U.S. Census Report, 1990).

In District Eight, there are 11 elementary schools and one high school, including two magnet schools, and three Child-Parent Centers.

Regional and National Context of Problem

Students at this school, and inner-city schools across the nation, are identified as at-risk because of unfavorable demographics; negative family, school and social interaction; and numerous stressors. These factors have resulted in the development of negative attitudes and emotions, skill deficiencies, and unsuitable behaviors and activities. "The term at-risk always denotes a set of presumed cause and effect dynamics that place the individual child or adolescent in danger of negative future events" (McWhirter, McWhirter & McWhirter, 1993, P.116). He suggests that to change the environment educators need to encourage empowerment and social activism, provide remediation and other opportunities, build up cognitive and social skill deficits, and counsel and consult with families and School personnel.

Children are also at-risk because the American family is changing. According to Hodgkinson (1991), 4.3 million children are living in a single-parent home, which means that about fifteen million children are being raised by single mothers who will have about one-third as much time to spend on their children's needs. Some of the effects of being raised by a single-parent are that children are less likely to be high achievers; are more likely to be late, truant, and subject to disciplinary actions.

Bennett (1988) and Lickona, (1991) have similar beliefs as to why students display poor interpersonal relationships. When parents are not meeting the needs of children, they will probably be

unprepared to function in school, which may result with the child developing learning difficulties and behavior problems.

Chapter 2

PROBLEM EVIDENCE AND PROBABLE CAUSE

Problem Evidence

In order to document the extent of poor student interpersonal relationships, records consisting of a social skills checklist (see Appendix A), a behavior documentation sheet on which teacher/student conferences and parental contacts were recorded (see Appendix A), were noted over a period of three weeks. The researcher observed and recorded the student's negative social skills which were recorded in Table 1. Negative behavior that was displayed frequently by a student was recorded on a behavior documentation sheet. Repeated negative behavior required a teacher/student conference. Finally, parental contact was made for negative behavior that persisted after a teacher/student conference was made. This information was recorded in Table 2.

Of the 15 students in the class, eight were involved in displaying persistent negative behavior and social skills. A behavior documentation sheet was used by the researcher (Appendix A) to aid in the recording process. A summary of the number of incidents and behavior/social skills categories is presented in Table 1.

Table 1

Number and Categories of Behaviors/Social Skills

Sept. 19,1994 through Oct. 7,1994

Behaviors/Social Skills	Number of Incidents	Number of students Involved
Loud Language	31	7
Vulgar Actions	31	8
Abusive Language	43	8
Physical Fighting	17	6
Unable To Take Turns	5	1
Unable To Listen To Others	13	4
Unable To Work Cooperatively	30	8
Lacking Respect For Rights Of Others	10	4

Of the 180 incidents recorded during the three week period, 53% of the students in the targeted class displayed poor interpersonal relationships. Forty-three percent of the incidents

were related to inadequate social skills. Over 56 percent dealt with disruptive behavior. A further analysis of Table 1 indicated that in three categories, 100 percent of the students were involved. For the eight students, 43 incidents were recorded for using abusive language, 31 incidents were recorded for displaying vulgar actions, and 30 incidents involved being unable to work cooperatively. The table also shows that over 87 percent of the students used loud language frequently, 75 percent of the students were involved in physical fighting and 50 percent of the students showed a lack of respect for the rights of others and for not being able to listen to other students.

The results of the data indicates that the eight students displayed negative behaviors and social skills which resulted in poor interpersonal relationships with other students. The highest number of incidents were recorded in the categories of students using abusive language (43), loud language (31), and with students being unable to work cooperatively (30). At least seven or all eight of the students were involved in these incidents. This information strongly suggest that the eight students displayed a lack of positive social skills. The next highest number of incidents were recorded in the categories of vulgar actions (31), and physical fighting (17) which involved at least 75 percent of the eight students and indicated that they displayed disruptive behaviors. In the other three categories the data showed 13 incidents for students being unable to listen to others, ten incidents showed a lack of respect for the rights of others, and

five incidents showed that students were unable to take turns. All the data indicates that students displayed poor social skills and disruptive behaviors.

Table 2

Documentation of Negative Behavior (s)

Sept. 19,1994 through Oct. 7,1994

Students Involved	Teacher/Student Conferences	Parental Contacts
Student 1	3	0
Student 2	2	0
Student 3	6	4
Student 4	3	0
Student 5	8	5
Student 6	3	0
Student 7	5	2
Student 8	6	4

The data in Table 2 reveals that all eight of the students required teacher/student conferences. Four students (50) percent, required no further action other than teacher/student conferences. Parental contacts were made for the other four or 50 percent of the students. These contacts were made by sending notes home to the parents and/or by conducting teacher/student conferences.

Another problem stated in Chapter 1, was that 25 percent of the students at the school were chronic truants. In the targeted class two of the 15 students were chronic truants. These students had 63 percent or less attendance at school. Research indicates that poor attendance may contribute to students displaying poor interpersonal relationships.

Probable Causes

There are several possible reasons for the problem of poor student interpersonal relationships. Analysis of probable cause data indicates that the problem may be related to students having a lack of positive social skills, living in unfavorable demographics and poor home situations, poor attendance, and a high mobility rate.

An analysis of the data indicated that the targeted fourth grade class displayed poor social skills. When positive social skills are not modeled and taught at home, then the child comes to school not able to socially interact with other students in positive ways. A lack of positive social skills in students will probably result in poor interpersonal relationships.

Unfavorable demographics may be another contributing factor. Poverty, violence, gangs, drugs and abuse pervades throughout the community. Children grow up in this negative atmosphere.

The targeted students are of low socio-economic status, residing in a public housing development. Many of the homes consist of a single parent lacking adequate parental skills. Often children are unsupervised and left on their own for long periods of

time. It is not unusual for older siblings to act as caretakers for younger siblings. As a result, children are raising children.

In analyzing the context, other causes for the stated problem may be related to students having poor attendance and a high mobility rate. Some families move frequently and neglect sending their children to school regularly. This lack of stability may impede students from engaging in activities and opportunities to form bonds and learn to interact positively with other students.

The literature suggests several underlying causes for students displaying poor interpersonal relationships. According to Lickona (1991), families are not meeting the basic physical and emotional needs of children. This results with children being unprepared to function in school mentally or morally, therefore, learning difficulties and behavior problems may develop. When parents don't develop a close relationship with their children and teach them right conduct, then schools have to start from scratch.

Bee (1991), pointed out that a child's behavior problems were rooted in the relationships with significant people in his or her life, usually the parent. Children who exhibited conduct disorders, came from homes in which the parents were maladjusted and who were inconsistent in the discipline of their offsprings. It was felt that negative behavior of children was influenced by their observations of their parents highly aggressive and violent patterns in relating to others. More emphasis is placed on academic learning, but there are also relationship issues that should be addressed. Prior to the changes in the role of the family, children learned to develop positive relationships in the

home, and this area was reinforced in school.

Hewlett (cited in Burke,1992), that America is facing child neglect due to the fact that more than twenty percent of all children are growing up in poverty. A vast number of children are homeless, and even greater number of children have little or no access to health care. Without help, serious learning and behavior problems and failure in school will result.

Knapp & Shields (1991), revealed that children who come from low-income families are more likely to experience school failure. Other problems these children encounter are, a high mobility rate, poor nutrition and health, drugs and violence, inadequate family structure, economic constraints, and language proficiency.

According to Tompkins and Tompkins-McGill (1993), social changes are occurring so rapidly that schools are failing to provide the support necessary for individuals to develop to their fullest capacities. Compassion is lacking, consequently social needs are unfulfilled.

Rossi (1994), found that children may underachieve because they are faced with problems beyond school walls. Feeling that nobody at home cares about them may be a factor because their basic needs for food, shelter, health care, and safety are unmet.

A review of probable causes gathered from the site and from the literature presented evidence that environmental forces, poor parental skills and family structure contributed to the problem of poor student interpersonal relationships. Environmental forces included factors such as unfavorable demographics, violence, gangs, and drugs. Observations made by the researcher of parents

exhibiting poor parental skills and consisting of poor family structure were other probable causes gathered from the site and from the literature. Families consisted of low-income single parent homes in which the basic needs of the child may not always be met.

Chapter 3

THE SOLUTION STRATEGY

Review of the Literature

After reviewing the literature on solution strategies, researchers and experts suggested several different solution strategies for the problem of poor student interpersonal relationships. The strategies suggested were: using cooperative learning for teaching social skills, teaching self-management strategies (SM), mentoring, and teaching children problem-solving skills by implementing character education programs and conflict resolution programs.

According to Joyce, Weil, and Showers (1992), work by David and Roger Johnson, Robert Slavin, and Shlomo Sharan, showed that cooperative learning had positive effects on social behavior. They found that group cohesion, cooperative behavior, and intergroup relations improved through learning procedures. In addition, cooperative learning provided an environment in which social skills and empathy for others were developed, students had positive feelings toward self and others, and off-task and disruptive behavior diminished.

Cooperative learning, as described by Costa, Bellanca, and Fogarty (1992), included teaching socially unskilled students

interpersonal and small-group skills. It is not enough to simply place students in groups and expect them to be able to cooperate. Social skills must be taught and also rewarded in order to increase interpersonal relationships. They also found that cooperative learning provides peer bonding in the classroom.

Lyman, Foyle, and Azwell (1993), stated that in order for teachers to meet the diverse needs of students, cooperative learning should be utilized. Children need to appreciate the diversity of other students and to develop social interaction skills that will foster positive relationships with them. Benefits of using cooperative learning were improved student behavior, more positive student attitudes toward the class, and better attendance.

Nucci and Lee (1993), feel that schools play an important role in the affective development of peer relations. Cooperative learning is used to structure peer interactions. Using cooperative learning, children become sensitized to one another's views and perspectives and consider the feelings of others in relation to their own needs and goals.

Slavin (1991), revealed in previous studies using cooperative learning that positive effects on group relations were found. One study was a follow up of group friendships. Students who had been in cooperative learning classes named more friends. In two other studies involving the group investigation method, students improved attitudes and behaviors. The conclusion from this research showed that when students work cooperatively, they benefit academically and socially.

In another separate study conducted by Stevens and Slavin

(1992), the Cooperative Elementary School (CES) model was used. The two year study consisted of using cooperative learning across a variety of content area, teacher peer coaching and parent involvement. Results indicated better social relations in the Cooperative Elementary School.

Solomon, Watson, Schaps, Battistich, and Solomon (as cited in Sharan,1990), conducted a longitudinal program designed to enhance children's prosocial development. In the Child Development Project (CDP), cooperative learning and developmental discipline were used. The CDP program was developed to influence children's social development. The results revealed strong and consistent program effects in several areas assessed. They found that students' interpersonal behavior was more prosocial in the program than the comparison school classrooms, students' social problem-solving skill was enhanced, and students' endorsement of democratic values increased.

Manning and Lucking (1991), revealed that the need for people to interact cooperatively and work toward group goals will increase during the 1990's. When cooperative learning is properly implemented, positive effects on social skills and self-esteem will be achieved. In researching many studies on the use of cooperative learning, they discovered that: 1)some studies have shown greater gains for low achievers, 2)research on social skills have shown positive gains, and 3)that cooperative learning teams increase students self-esteem.

Hadderman (1992), summarized research of four major contributors that did research studies using cooperative learning.

The findings indicated that cooperative learning is being recommended as a solution for numerous education problems. Disadvantaged children's self-esteem was enhanced, gains were made in intergroup relations, and interpersonal behavior and problem-solving in the classroom were positively influenced.

Cooperative learning was only one of several strategies suggested by the literature to solve the stated problem. The second solution strategy suggested in the literature was to implement self-management skills to teach students to manage themselves individually and in groups. Medland (1990), feels that self-management (SM) behavior is behavior that helps other behavior. SM is a system of strategies involving decision making and problem solving. Working in groups requires SM behaviors that educators have often called prosocial or cooperative. Utillizing SM helps students to establish relationships with others. When socialization does not take place, extensive school truancy, dropout rates, crime, and discipline problems may be the results. The strategies taught in the SM program are planning, organizing, supervising, learning, intervening, helping, and sharing.

The third strategy considered for improving poor student interpersonal relationships were suggested by Germinario, Cervalli and Odgen (1992). Strategies were developed to educate at-risk students composed of teaching social skills, using instructional strategies to develop social and interpersonal skills, mentoring, and peer tutoring. This program teaches students behaviors and skills that promote further learning, reduces the chances of involvement in destructive behavior and prepare students to

minimize problems.

Problem-solving skills programs were a fourth solution strategy. Bosch and Kersey (1993), felt that students must be taught problem-solving behaviors. They developed a survey for teachers to determine whether students were taught problem-solving behaviors. The results of the survey prompted the researchers to develop two lessons dealing with problem solving in the classroom. One lesson was developed to help a child know what to do when disruptions caused by another child interfered with the first child's learning (Personal/Problem/Solution Plan). The second lesson, the 5-Step Unstuck Procedure, empowers children with alternatives when they are unable to complete the assigned work. The researchers also stressed that when students are shown how to identify problems, taught procedures to use to solve those problems, then they feel empowered, cooperative, and more in control of their destiny, which results in a reduction of discipline/disruptive problems.

According to research studies investigated by Bennigna (1991), character education programs influences proper behavior in youth. Students are taught character traits such as honesty, courage, persistence, and responsibility. Character education helps to reduce social disorder and is more likely to generate good conduct. Character education programs are composed of adults modeling good moral conduct, students engaging in many services, clubs, etc., monitoring misconduct, participating in important ceremonies, and being taught lessons involving desirable character traits.

Lickona (1991), also stresses using character education for

developing caring interpersonal relationships. This can be accomplished by teaching respect and responsibility with the teacher acting as caregiver, model, and mentor. Lickona further stated that the teacher must treat students with love and respect, set a good example, support prosocial behavior, and reduce interpersonal conflicts. Other moral values schools should teach are honesty, fairness, tolerance, prudence, self-discipline, helpfulness, compassion, cooperation, courage, and democratic values.

Brooks and Kann (1993), reported on a character education program that was developed to improve student conduct. The program contained 11 elements and proved to be effective. Positive changes in classroom behavior were reported within three months, major discipline problems decreased by 25 percent, minor discipline problems went down by 39 percent, suspensions fell by 16 percent, tardiness dropped by 40 percent and unexcused absences declined by 18 percent. It was concluded that if schools foster the language, culture, and climate of good character, then students will acquire the word concepts, behaviors, and skills that contribute to good conduct, ethical decision making, and a fertile learning environment.

Lickona (1991), feels that people who handle conflict situations violently are a danger to themselves and to others. Many students have no experience in school or at home in working out alternative approaches to solving social problems, therefore conflict resolution skills need to be taught. Lickona's five element conflict resolution program consists of: a planned

curriculum, structured skill training, class meetings, intervening, and making students responsible for working out their own conflicts without the help of an adult. Studies found that students who experienced this program were significantly superior to a matched class of students on measures of interpersonal understanding and ability to reason about fairness.

Johnson and Johnson (1991), stated that when peace and order are not present in the classroom, teachers cannot teach and students cannot learn. There is a great need for students to learn how to interact effectively and peacefully with each other. Disruption by students in the classroom causes serious barriers to learning. Johnson and Johnson created a comprehensive program to train students to negotiate constructive solutions to their conflicts and mediate the conflicts of their classmates.

Johnson and Johnson (1992), designed another program to structure intellectual/academic conflicts within cooperative learning groups. The five step program teaches students the procedures and skills they need to manage conflicts constructively. Children learn how to achieve these outcomes when (1) a cooperative context for relationship is created by using cooperative learning extensively, (2) academic controversies are structured by the teacher, (3) students learn a negotiation procedure, (4) students learn how to mediate their classmates conflicts. and (5) teachers only arbitrate as a last resort.

Schmidt, Fran, & Others (1992), designed the Kids in Dispute Settlement mediation program for children in grades three through 12. Students are taught to responsible and constructively solve

their own conflicts through student mediators. Student mediators are non threatening and can promote cooperation. The goals of the program are to build cooperation, decrease tension and hostility, increase student participation, develop leadership skills, improve student-student and student-teacher relationships, and to build self-esteem.

Satchel (1992), presented research designed to increase students' prosocial behavior through a conflict resolution management program. Students were selected and trained to act as mediators in helping to solve conflicts in the classroom. Teachers were inserviced to learn and teach conflict resolution strategies. Results indicated positive effects for increasing prosocial behavior of the targeted students, discipline referrals for antisocial behavior were reduced, a majority of the students improved their conflict resolution scores, and students felt that they get along well with their peers.

Locke (1993), reported on a research project to improve conflict resolution among third and fourth-grade students through group interaction. The program was designed to alleviate behavior and discipline problems in the classroom through the use of a conflict resolution curriculum that emphasized group interaction, improved communication among children and helped them find alternative ways to solve problems. The eight month study indicated positive results. Children learned to communicate effectively with one another, showed respect for themselves and others, learned to accept unique qualities in all individuals, learned to solve their problems in non-violent ways, and began

assuming the role of peacemakers.

Research studies indicate that lack of strong families contribute to problems in the schools. Kochan and Herrington (1992), reported on a program to support and strengthen families. The objective was to reach out to parents and encourage them to reach out to one another and begin networking with the community to build stronger relationships and provide a base for strengthening families. They feel that schools will become a vital link in solving the problems of our society, and will create stronger families, healthier children, and a more successful society.

Mark (1991), conducted a study that links antisocial behavior in children with poor parental skills. Inept discipline, poor monitoring, and child coercive behavior are believed to be factors in the development of child antisocial behavior. Parental discipline and child behavior were measured in the study. The results indicated that the strongest predictor of children's antisocial behavior was inept parental discipline.

In another study, Pogrow (1990), conducted research from the Higher Order Thinking Skills Project (HOTS). The program was developed to improve thinking skills so that basic skills and social skills would improve at-risk students. Techniques were designed to develop metacognition, inference from context, decontextualization, and synthesis of information. The results obtained from this research were: "Reading gains were 67 percent higher than national averages, and math gains were 123 percent higher-even though there were very few math activities in the first - year HOTS curriculum (Pogrow, 1990, p.391). Other studies, from

various locations have reported success from using the HOTS program. The findings suggests that interventions for at-risk children can be designed to enhance short- and long-term learning of content, and also increase self-esteem and thinking ability. Bergman and Schuder (1992/1993), developed a strategies-based reading program for at-risk students that emphasized the whole reading process. Their findings indicate that high-risk students select and use appropriate strategies and learn to read independently.

In reviewing the various solution strategies, the literature suggested using cooperative learning, mentoring, teaching children self-management strategies, and teaching children problem-solving skills through character education programs and conflict resolution programs to increase student interpersonal relationships. In the majority of the strategies, cooperative learning was used to implement the strategy. Many researchers found that cooperative learning had positive effects on social behavior, provided students with opportunities to bond with their peers, and show empathy for others. Students had positive feelings toward self and others, which resulted in improved interpersonal relationships.

Project Outcomes and Solution Components

After reviewing the literature on solution strategies, the solutions the writer chose were to use cooperative learning to teach social skills, and to implement lessons in character education and conflict resolution skills.

Students would be taught social skills through cooperative

learning instruction, which would first be modeled by the teacher, and then rewarded. Another crucial skill, empathy for others, would be achieved by the teacher providing students with opportunities to engage in trust building activities. Working cooperatively would also enhance childrens feeling for others, create peer bonding, and teach children how to interact positively with their peers.

Teaching lessons on conflict resolution skills and lessons on character education skills would provide students with personal strategies to solve their own problems through the use of communication and decision making skills. Social skills and cooperative learning are already incorporated into the two skills. Teaching these skills enhance the development of caring interpersonal relationships in children, as well as teaching children to handle conflicts effectively.

PROJECT OBJECTIVES

As a result of an increased use of cooperative learning, instructional emphasis on character education skills, and instructional emphasis on conflict resolution skills, during the period of October 1994 thru March 1995, the fourth grade students at the Elementary School will increase their ability to socially interact in positive ways, as measured by teacher observations, and reviews of behavior documentation and behaviors/social skills checklist.

In order to accomplish the terminal objective, the following strategic procedures are proposed:

1. students will engage in trust building activities.

2. students will become familiar with and use cooperative learning rules and terminology.

3. students will be taught social skills while working in cooperative learning groups.

4. a series of learning activities that address character education will be taught.

5. a series of learning activities that address conflict resolution will be taught.

Action Plan for the Intervention

1. Trust Building Activities
   A. Students will engage in trust building activities for at least 80 minutes per week for two weeks.
   B. Students will engage in a People Search.
   C. Students will create a group name and design a logo or flag.
   D. Students will create a group name, cheer, or rap.

11. Rules and Terminology
   A. Students will learn rules from charts and bulletin boards displayed in the class.
   B. Teacher will model cooperative learning rules and signals.
   C. Students will demonstrate understanding of rules and signals by modeling them with peers.
   D. Students will engage in these activities for at least 80 minutes per week for two weeks.

111. Social Skills and Group Formation
   A. Teacher will introduce and model social skills to students.
   B. Students will be grouped and taught Job Roles.
   C. Students will engage in cooperative learning activities.
   D. One or two social skills will be emphasized and observed each week.
   E. Activities will be at least 80 minutes per week and for four to six weeks.

IV. Character Education
   A. A series of character education lessons will be implemented.
   B. Students will work cooperatively and use social skills when engaging in character education activities.
   C. Students will engage in activities for at least 80 minutes per week and for at least four weeks.

V. Conflict Resolution
   A. A series of conflict resolution lessons will be implemented.
   B. Students will work cooperatively and use social skills when engaging in conflict resolution activities.
   C. Students will engage in activities for at least 80 minutes per week and for at least four weeks.

See examples of activities in Appendix B, Appendix C, and Appendix D.

Methods of Assesment

In order to assess the effects of the intervention, teacher observations will be implemented throughout the program. Documentation will be recorded on the documentation sheets and checklist that were used prior to the intervention (see Appendix A). The social skills checklist was devised by the writer after observing the targeted students in several different conflicts. The social skills and behaviors on the checklist were those that the students needed to improve. Teacher/student and parental contacts will also be documented on the behavior documentation sheet. The documentation sheet was not teacher made ,but was taken from a record book (Canter, 1992). This sheet was selected by the writer because it was suitable for documenting teacher/student conferences and parental contacts when the student displayed repeated negative behavior. Results will then be constructed into tables. A comparison of preintervention and postintervention information will be displayed in tables. A narrative will follow, fully interpeting the results.

Another method of assesment that the writer will use in the intervention is to administer a pretest, (See Yourself) to students before the character education lessons and the conflict resolution lessons are implemented. The purpose of the pretest is to assess the student's attitudes, feelings, and behaviors on the given

topics/situations before the lessons are introduced. Upon completion of all lessons, a posttest will be administered to the student to examine whether of not their attitudes, feelings, and behaviors have changed. This information will then be recorded and compared in tables.

Chapter 4

PROJECT RESULTS

Historical Description of Intervention

The objective of this project was to increase positive social interactions among fourth grade students. The strategic procedures that were implemented to effect the desired change included the following. Cooperative Learning components and strategies were implemented first, which were then proceeded with a series of learning activities that addressed character education and conflict resolution.

The first intervention strategy used was one of the components of cooperative learning. For two weeks, students engaged in trust building activities for at least 80 minutes per week. A sample of this type of lesson can be found in Appendix B. These activities were nonacademic and provided students with opportunities to become better acquainted with one another, to form bonds, and to also build trust. At first the students were allowed to form groups of their own while engaging in trust building activities. Other group formation methods consisted of using randon cards, color-coded cards, and counting off as a method of grouping. During the second week the groups were assigned by the teacher, with each group being composed of students having abilities and personal characteristics that were heterogeneous. The teacher assigned groups engaged in

cooperative activities to select a team name, create a team banner and a team poster, and to compose a team rap or cheer.

The second cooperative learning component implemented for a two week period, was various activities and lessons that the students engaged in which provided practice and reinforcement of cooperative learning rules and terminology. Students were taught rules and terminology from bulletin boards and charts, through modeling of rules and signals by the teacher, and through peer demonstrations of these skills.

Cooperative learning strategies in the final component, to teach cooperative learning skills, consisted of students learning social skills and group formation. After the teacher provided lessons modeling various social skills, the students engaged in activities in which they could practice these same skills. One or two social skills were emphasized and observed each week for four weeks. A sample of this type of lesson can be found in Appendix B. Students were also taught job roles in heterogeneous groups, which were demonstrated first by the teacher. The lessons were non academic and provided the students with practice in learning job roles.

Cooperative learning strategies were also employed as a technique used in implementing lessons in character education. Deviations from this plan were made when students engaged in character education activities for three weeks, rather than for four weeks. The teacher noted that similiar skills presented in character education lessons, had already been implemented and

practiced when social skills were taught. Therefore, it was not necessary to introduce these skills again. The skills chosen for lessons in character education included: apologizing, showing friendship, and showing empathy. Lessons for these skills were taken from the program Character Club (Appendix C).

The final procedure used in an attempt to accomplish the terminal objective was implemented through a series of learning activities that addressed conflict resolution through the program, Fighting Fair. Originally, the plan called for an implementation period of at least four weeks. The implementation of conflict resolution lessons were extended to at least eight weeks due to interruptions from holidays, staff development inservices, special events, projects, testing, and other factors. The lessons consisted of employing brainstorming and cooperative activities for using nonviolent methods to solve conflicts. Other strategies used in the lessons included viewing a video tape demonstrating Dr. King modeling nonviolent strategies to solve conflict, learning how to communicate needs and feelings in nonviolent ways, providing practice solving conflicts nonviolently, role playing to solve conflicts, learning a rap using conflict resolution, and creating and demonstrating a skit using conflict resolution strategies. Sample lessons found in Appendix D.

Presentation and Analysis of Results

One way the intervention was addressed was to use a weekly tally, which was recorded on a social skills checklist showing negative social skills displayed by students. The data presented in Table 3 shows the categories and number of times that the eight students displayed persistent negative behavior and social skills. The eight students were previously identified by the researcher as displaying more persistent negative behavior than the other seven students. During the intervention period, data taken from the three one-week intervals was recorded at the beginning of the intervention (November), in the middle of the intervention (January), and at the end of the intervention period (March). The results are displayed in Table 3.

Table 3

Comparisons of the Number and Categories of Behaviors/Social Skills

Behaviors/Social Skills	Number of Incidents			Decrease In Number of Incidents
	Nov	Jan	March	
Loud Language	20	17	8	60%
Vulgar Actions	4	2	1	75%
Abusive Language	16	13	8	50%
Physical Fighting	4	3	1	75%
Unable To Take Turns	3	2	0	100%
Unable To Listen To Others	5	2	2	60%
Unable To Work Cooperatively	13	9	5	62%
Lacking Respect For Rights of Others	6	3	2	67%
Totals	71	51	27	

The intervention appears to have had a positive effect on all targeted behaviors and social skills. The results of Table 3 indicate that in each of the eight categories there was a decrease in the number of negative incidents displayed by the students. Negative behavior decreased from as much as 50 percent in some categories, and up to 100 percent in other categories. The largest decrease in the number of negative incidents displayed by students was in the category of unable to take turns, which decreased by 100 percent. Table 3 also revealed that a 75 percent decrease was exhibited in the category of vulgar actions and physical fighting. Other decreases were: lacking respect for rights of others (67 percent), unable to work cooperatively (62 percent), loud language and unable to listen to others (each 60 percent), and abusive language (50 percent). Negative social skills decreased with a range of 60 percent to 100 percent, negative behaviors decreased with a range of 50 percent to 75 percent, which resulted in a 62 percent decrease in negative behaviors and social skills during the entire intervention period.

The information displayed in Table 3 (continued) shows the number of students that displayed negative behaviors and social skills during the intervention. The table shows the data selected from one week in November, January, and March.

Table 3 (continued)

Behaviors/Social Skills	Number of Students Involved		
	Nov.	Jan.	March
Loud Language	7	6	3
Vulgar Actions	4	2	1
Abusive Language	7	7	3
Physical Fighting	3	3	1
Unable To Take Turns	3	2	0
Unable To Listen To Others	4	2	2
Unable To Work Cooperatively	7	5	2
Lacking Respect For Rights of Others	4	2	2

Table 3 (continued) indicated that the number of students involved in negative behaviors and social skills also decreased dramatically during the intervention period. At the end of the intervention all of the targeted students were able to take turns, only one student displayed vulgar actions and only one student was involved in physical fighting. The table also indicated that only two students were still displaying negative behavior in three separate categories, three students were involved in using loud language, and three students were involved in using abusive language.

Persistent negative behavior required a teacher/student conference as soon as possible. If the student continued to display negative behavior after the conference, then parental contact was made. Table 4 presents data showing the number of teacher/student contacts and parental contacts that were made during the intervention.

Table 4

Documentation of Negative Behavior (s)

Nov. 1994 - March 1995

Students Involved in Negative Behaviors/Social Skills	Teacher/Student Conferences			Parental Contacts		
	Nov.	Jan.	March	Nov.	Jan.	March
Student 1	1	1	0	0	0	0
Student 2	1	1	0	0	0	0
Student 3	1	1	1	1	1	0
Student 4	1	0	0	0	0	0
Student 5	3	2	2	1	1	1
Student 6	1	1	0	1	0	0
Student 7	2	2	1	1	1	1
Student 8	1	1	1	1	0	0

The data in Table 4 reveals that all eight of the students required teacher/student conferences, but by March only four students (50 percent) required conferences, compared with November when eight students (100 percent) required at least one conference. Also of particular note is that only two students consistently required excessive conferences. The greatest decrease was made in the number of parental contacts. Seventy-five percent of the students did not require parental contacts, and only two students required contacts for the three targeted weeks.

Another method of addressing the intervention was to administer a pretest and a posttest to the fifteen students. The same test was given to the students before the intervention and after the intervention to compare their attitudes and behaviors regarding violence and nonviolence. This information is displayed in Table 5.

Table 5

Comparisons of Pretest and Posttest

See Yourself You're the Judge!	Pretest		Posttest	
	Agree	Disagree	Agree	Disagree
1. It's okay to hit someone who hits you first.	8	3	3	11
2. You can stand up for your rights without being violent.	9	2	12	2
3. It takes more courage to solve a problem without violence than with violence.	10	1	13	1
4. Hurting someone's feelings is a form of violence.	8	3	13	1
5. People "put down" other people because they don't know another way to respond.	8	3	8	6
6. When you see someone being unfairly treated, the best thing to do is mind your own business.	8	3	3	11

There were more negative responses recorded in Table 5 on the pretest than on the posttest. Negative responses on the pretest ranged from 18 percent to 73 percent, compared with a range of seven percent to 43 percent on the posttest. Of particular note is the improvement in student's attitudes toward fighting, which increased by 52 percent, and their attitudes toward cooperating with others using non-threatening communication skills, which also increased by 52 percent. Two items related to using nonviolence showed little change because students responded positively to each, on the pretest and on the posttest. The other two items also demonstrated improvements of 20 percent and 30 percent.

Table 5 (Continued)

Honest Answers, Please!	Pretest Positive	Pretest Negative	Posttest Positive	Posttest Negative
1. Someone calls me "chicken."	3	8	10	4
2. Someone calls my mother a name.	1	10	11	3
3. A bully threatens a classmate.	5	6	11	3

Table 5(continued) presents evidence that the targeted students responded more positively to answering questions on the posttest, than they responded to the same questions on the pretest. For item number 1, 27 percent of the students responded in a positive way on the pretest, compared to 71 percent that responded positively on the posttest. Responses from item number 2 reveals that nine percent of the students responded positively on the pretest, compared to 79 percent that responded positively on the posttest. Item number 3 also revealed 79 percent responded positively on the posttest, compared to 55 percent of the students giving a positive response on the pretest.

A final method of assessment used to assess the effects of the intervention was teacher observations. From journal entries recorded by the teacher, dramatic improvements were noted in relation to how students interacted with one another, felt about each other, and were able to use nonviolent ways to solve problems at the end of the intervention period.

Conclusions and Recommendations

Based on the presentation and analysis of the data, the intervention strategies that the researcher employed were effective in increasing interpersonal relationships among students. There was a marked improvement in the manner in which students interacted with one another, and the number of incidents of inappropriate behavior decreased dramatically. The social skills learned during cooperative learning lessons appear to have transferred to students being able to work together, to take turns, and to listen to one another. Lessons in character education appeared to increase the ways in which students showed empathy toward one another and respected the rights of others. Students were also able to use conflict resolution skills to solve problems, which resulted in dramatic reductions in vulgar actions, physical fighting, and abusive language.

The researcher observed increased collaboration among all students that extended not only to academic tasks, but also to other classes, washroom time, and playground time. Evidence of

students using character education skills was noted when students began to care about and show empathy toward one another. Students demonstrated this by their actions: such as sharing lunch with a student that did not have a lunch after returning from a field trip, showing concern to one student that lost his mother and to another student that lost her grandmother, in ways such as making cards and giving small gifts to them. Another significant incident was evidenced when all of the students decided unanimously to give money that the entire class saved to the student that lost his mother. Of equal importance was the increased demonstrations by students of being able to use nonviolent methods to resolve conflicts. Now students suggested using the "I Care Language" to solve problems rather than using violence. As a consequence, vulgar actions, physical fighting, and abusive language decreased.

Other evidence of students demonstrating an increase in interpersonal relationships were positive comments received from other teachers at the school and from parents. Other teachers commented on how collaborative the students were, and how they were able to use nonviolent methods to solve conflicts compared to other students in the school. The researcher and other staff members also noted that the conduct of several of the students had improved dramatically. Parents commented on their child's improved social skills and display of empathy toward other children in the class.

It is the researcher's belief that the solution strategies were effective as long as conflict resolution strategies were being implemented. The research could have been more effective but

numerous interruptions and programs delayed implementation of the lessons. Despite the researcher's enthusiasm toward the successful results, it is felt that this program needs to be on-going, constantly reinforced, and extended to all classes in the school. Teachers and other researchers should keep in mind when assessing the effectiveness of the data, the morals, values, and special needs of the students.

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Appendices

Appendix A

Sample Evaluation Forms

SOCIAL SKILLS CHECK LIST

NAME										
Converses in a quiet voice										
Talks politely to others										
Uses bodily self-control										
Takes turns										
Is able to work with others										
Respects rights of others										
Practicescourtesy in actions										
Listens to others										

COMMENTS

KEY

+ means exhibits skill
s means exhibits skill sometimes
- means does not exhibit skill

Behavior Documentation Sheet

Student _____ Parent(s) _____

Grade _____ Home Phone _____ Work Phone _____

Date of Entry	+ ✓	Reason for Documentation Describe the positive or problem behavior. What did you observe? List facts.	Actions Taken with Student Describe in detail disciplinary actions taken or positive reinforcement given.	Parent Contact Note (N) Phone (P) Other (O)	Follow Up Record input received from parent. Describe actions you and parent will take to ensure future success.

Parent Conference Notes **Date** _____

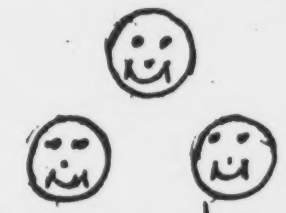
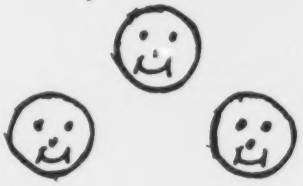
Parent Conference Notes **Date** _____

Appendix B

Sample Cooperative Learning Lessons

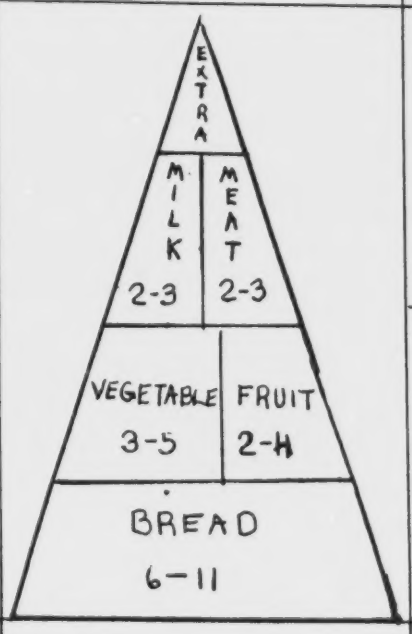
People Search

Find Someone Who . . .

Kept hands and feet to self today.	Used "Happy Talk" today.	Cooperated with a partner or with a group.
Listened to a speaker without interrupting.	 Cooperation	Checked with a partner for understanding.
Did not use a "Put Down" today.		Worked in a cooperative learning group today.
Used your name politely. / Used low voices.	Helped someone today. / Formed a group quietly.	Shared something with someone. / Took turns.

People Search

Find Someone Who . . .

Can describe a breakfast using at least one food from each group in the food pyramid.	Can explain how to make a milk shake.	Knows what food groups are in a slice of cheese and sausage pizza.
Ate a fruit for a snack.		Can name at least 4 unhealthy snacks and tell why they are unhealthy.
Can draw and label what they ate for dinner.		Can name and describe at least 6 vegetables.
Can tell what they ate for lunch at school and name the food groups in them.	Can name an orange root vegetable that rabbits like to eat.	Can name a juicy fruit you can either eat or drink.

ASSEMBLY LINES

The assembly line was considered to be one of the greatest additions to the Industrial Revolution. This was created at a time when the thinking prevailed that man was a machine. Exploring this concept with children can raise some interesting thoughts. Questions such as these may arise. Is it fun to do the same job all day, every day? What problems might arise from doing the same job? How did you feel when you had to stay at your job? How could the jobs still be done, but with more fun for the worker?

Mosaic Butterfly
In this activity, every child adds a piece to the butterfly to complete a mosaic picture. Each child will cut out the same colored piece and put it in the mosaic. You will need enough copies to have one for each child in your classroom. The puzzle has thirty available puzzle pieces. Pieces can be combined or divided based on the number of children in the classroom.

All the children are lined up on both sides of tables or desks. The children should have their pieces and a bottle of glue. Send the first paper through the assembly line and show the children how the process works. At this time take care of any problems, and then begin the assembly line.

When the butterflies are done, have the children talk about the problems that occurred on the line. What happened if someone was slow? What if a part was put in the wrong place? How did they feel after the last butterfly was made? Do they feel ownership to their butterfly?

Other Fun Assembly Lines
FIRST-AID KITS–The children can work together to create a first-aid kit for summer fun. It can include a Band-Aid, a safety pin, a bag, gauze and emergency phone numbers. Other materials can be added by the children.

BANANA DIPS–In this assembly line, the children need to peel the bananas, cut the bananas in half, put in the sticks, dip them in chocolate, roll them in sprinkles and wrap them in waxed paper.

RECYCLING CENTER–The children have to collect or be a center for the collection of plastic, paper and cans. The line will have the children crushing the plastic and cans and testing the cans with a magnet to see if they are steel or aluminum. Make sure everything is washed out beforehand.

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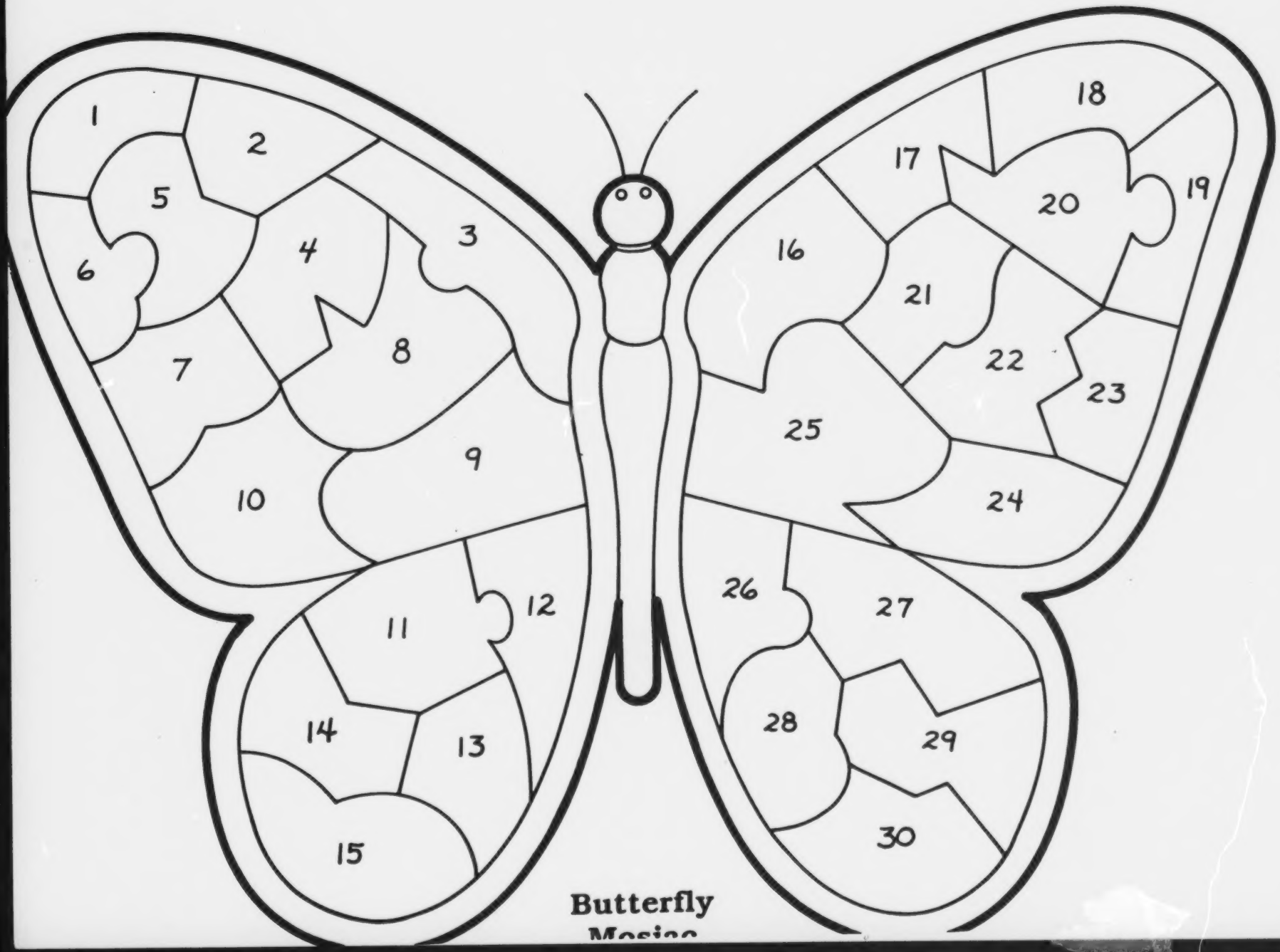
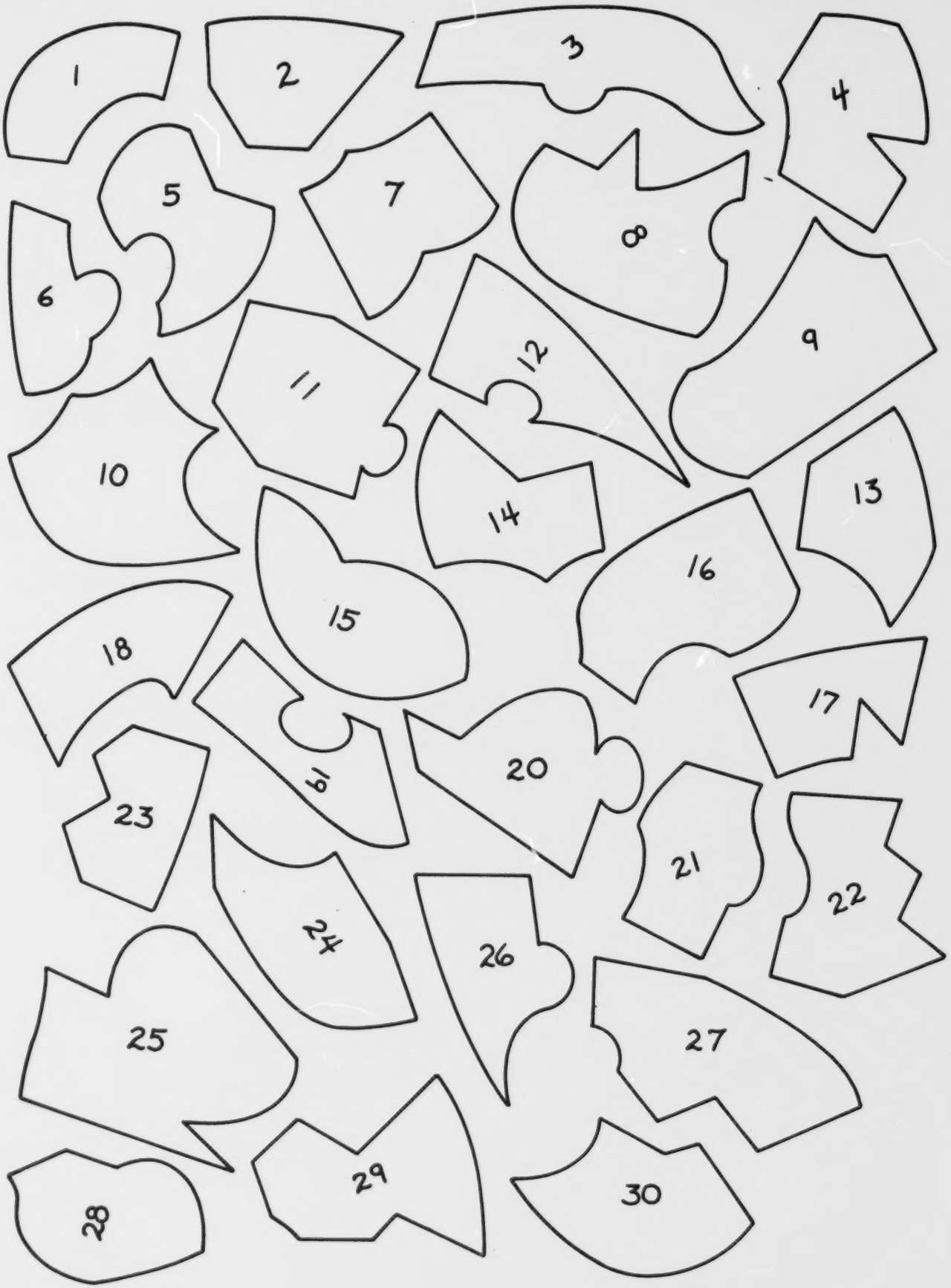


Butterfly Mosiac



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GA1396

PRESENTATION OF GROUP MATERIALS

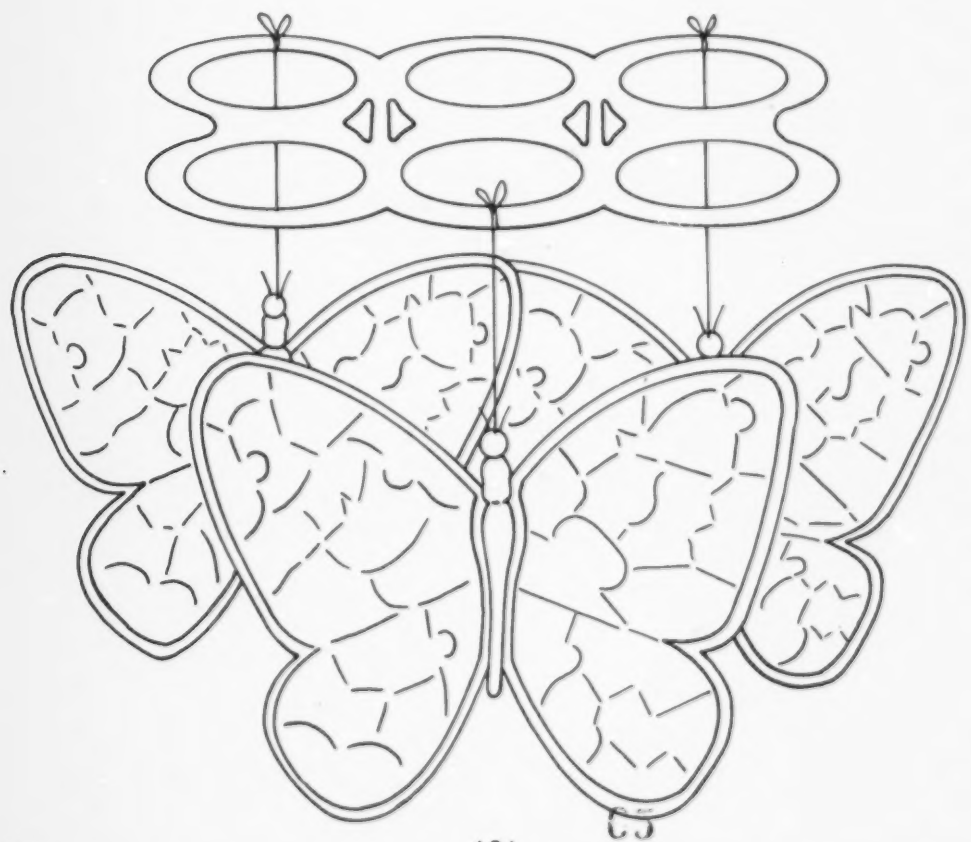
I have found that children enjoy a finished product. Group work can provide some fun opportunities for an interesting presentation of the group's product. Groups of children can create a component of the finished product.

Flap Books

A class book is created when the children tell stories using the following format. Once upon a time... Then one day a funny thing happened... But in the end.... Each child gets a different part, and the book is put together so the children can mix and match the beginnings, middles and ends of the stories. Start with a central theme such as dog stories so the parts will all thread together. A small version of this book can be created, or a class book can be bound together.

Mobile Reports

The plastic bands that go around six-packs of soda pop are the bases for these mobiles. There are six rings. In each ring the children can tie their reports or art activities. Some sample pages have been included. Castles for fairy tale activities, haunted houses for Halloween, children for family or community units, bears for animal or bear activities and umbrellas for spring or rainy day fun are just a few of the possibilities. The children can work together on book reports, lab teams or exploration groups. When they are done, they can record their activities on the backs of these mobile figures and hang them in the room.



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TRAFFIC JAM

Work with a partner to create a vehicle for the future. Your goal is to try to solve one or more of the following problems: traffic jams, fuel shortage, or smog. Make a drawing of the vehicle, and work together to write a short description. Remember to include your solutions. Share your vehicle with other members of the group.

OUR FUTURE VEHICLE

DESCRIPTION

© 1990 Teacher Created Materials, Inc.

ROLES

Teller

Writer

Checker

Happy Talker

TELLER

WRITER

CHECKER

HAPPY TALKER

BEST COPY AVAILABLE

Cooperation—a daily occurrence

Conceptual focus: Cooperation

SOCIAL SITUATION

The classroom is a social group. Each of us is expected to be a member of this group. Everyone has reason to want the classroom to be a good place in which to study and learn new things.

If the classroom is going to be a good place to study and learn new things, class members must cooperate with one another and with the teacher.

We cooperate when we share ideas, the things we own, and when two or more of us work together to complete a task.

Nine ways for cooperation in the classroom are listed below. Use the space that is provided after each item to explain why the behavior identified requires cooperation.

1. When we play games, we cooperate. How? _____
2. When different class members do different things to build a bulletin board, we cooperate. How? _____
3. When we do the work the teacher assigns, we cooperate. How? _____
4. When we participate in a class discussion, we cooperate. How? _____
5. When we collect money to pay for a bus and take a field trip, we cooperate. How? _____
6. When small groups of students do an experiment in science, we cooperate. How? _____
7. When we help break up fights between classmates, we cooperate. How? _____
8. When each of us brings something for a class party, such as potato chips, we cooperate. How? _____
9. When we plan and do a group project, we cooperate. How? _____

Group Decision Sheet 1

As a group, we believe that the three most important ways members of our class can and should cooperate are:

A. _____

_____

B. _____

_____

C. _____

_____

If all members of our class cooperated in these ways, the class would be better in the following ways:

_____

_____

_____

_____

_____

From J. Doyle Casteel, *Learning to Think and Choose*. © 1978 Goodyear Publishing Company, Inc., Santa Monica, CA 90401

STUDENT OBSERVATION FORM

Observation Date _____

INSTRUCTIONS:

From the list below, choose one cooperative skill for observation.

- listening
- using quiet voices
- summarizing
- explaining answers
- contributing ideas
- staying on task

Write selected cooperative skill in second column below. Mark tallies in this column every time a student uses this skill.

In the comments column, record any outstanding examples of the use of this skill by a teammate.

Names of Teammates	Cooperative Skill	Comments
1.		
2.		
3.		
4.		
5.		
6.		

NAME _____ DATE _____

Goal for the Day _____

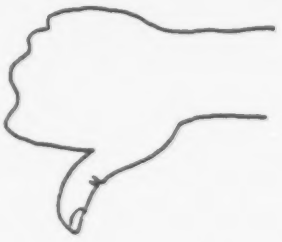
Place a tally mark here every time you use the skill.

Place a tally mark here every time you forget to use the skill.

NAME _____ DATE _____

Goal for the Day _____

Place a tally mark here every time you use the skill.



Place a tally mark here every time you forget to use the skill.

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NEWS! BIG NEWS!

VOLUME 1. NUMBER 1.

Group _____ has something to share . . .

Signed:

_____

_____

_____

_____

Date: _____

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Appendix C

Sample Character Education Lessons

Apologizing

Lesson 1

Materials:

- Markers or colored pencils.
- A mimeographed copy of *Practice Worksheet* #9 for each class member.
- Favorite toys: Instruct each child to bring a favorite toy to school on the day of the lesson.

Progress Recognition Period (5-10 min.)

T – Ask everyone who applied the character quality that they have been working on during the past week to raise their hands. Select several children who raised their hands to share how they applied the quality. As children share, compliment them for their performance and encourage them to compliment each other.

– If you are using the poster stickers, instruct all children who raised their hands to remove a progress piece for Jennifer from their sheets of stickers and paste it onto their posters. Instruct all children who have earned four progress pieces for Jennifer to paste the character sticker for Jennifer onto their posters as well.

TC – Today we will learn a new character quality called *Apologizing*. When we do something wrong to another person, we need to make things right. One way we can make things right is by apologizing to the other person.

– This is Mike. (Hold up the picture of Mike on Practice Worksheet # 9.) When Mike does something wrong to another person, he apologizes by saying "I'm sorry."

TQ – Why is it important to apologize when we do something wrong to another person?

A – Because it can stop a fight.

– Because if we don't apologize, other people might stay mad at us.

– Because we feel better when we admit that we did something wrong.

– Because if we don't say "I'm sorry" to other people, other people might not say "I'm sorry" to us.

– Because apologizing shows that we are brave and that we can admit to our own mistakes.

TC – Let's look at some of the different times when we can apologize like Mike.

T – Listed below are four times when children can apologize. Write these on the blackboard and then read them to the class.

Four times when we can apologize:
1. When we take something without asking.
2. When we don't do something that our parents or teachers tell us to do.
3. When we say or do something mean.
4. When we don't do something that we promised to do.

TC – Today we will learn how to apologize when we take something of another person's without asking.
TQ – What are some things that we might take without asking?
A – A pencil, a toy, a book, some paper, some candy, something on the teacher's desk.
TQ – When we take something of another person's without asking, what do we need to do?
A – Apologize by saying "I'm sorry."
TC – Let's see if you can apologize when you take something without asking.

Rehearsal (5 min.)

T – Have everyone pair up with another person. Give each child a sheet of paper and give one child in each pair a pencil. Instruct the children with pencils to draw while the other children watch. Then have the children who are watching take the pencils from their partners, give the pencils back and apologize. Repeat this exercise with the other child in each pair taking the pencil and apologizing.
– Optional: Repeat the above exercise using other items such as snacks rather than pencils.

Application Activity (10-15 min.)

T – Hand out Practice Worksheet #9 and a marker or colored pencil to each child. Instruct everyone to draw a picture of themselves taking something from another person without asking. Then at the bottom of the picture have them write something they could say to apologize to the person in the picture.
– After about 10 min., ask several children to share their pictures with the class.

Homework

T – Instruct children to apologize to other people during the coming week. If you are using the poster stickers, point out that if children apologize to other people, they will receive a progress piece with a picture of Mike on it. Also mention that when

children receive four progress pieces for apologizing, they will receive a picture of Mike to paste on their Character tables.

T – If children completed Practice Worksheet #9, instruct them to take home their worksheets and apologize to other people as they are doing in the pictures they drew. You might also instruct children to have their parents sign their worksheets and bring them to the next Character Club class.

Daily Progress Review

T – On one or more days during the coming week, give children an opportunity to share some of the ways that they apologized to other people at home or at school.

Optional Activities

Activity 1: Have everyone share nice things that they did for other people and things that they did to other people that were not very nice. As each child shares the nice things that he or she did, have other class members offer compliments. As each child shares things he or she did that were not very nice, have other class members say whether or not they think the person needs to apologize.

Activity 2: Have children make an *Apology list* by listing things for which they need to apologize. Then during the coming week have them apologize for the items on their lists and check them off as they do this. At a later time have children share some of the ways that they apologized. (O)

Activity 3: Have everyone bring a favorite toy to class. Divide the class into two groups. Have the children in one group gather on one side of the room and begin to play with their toys. Instruct the children in the other group to gather on the other side of the room and watch their classmates play. Then have one child who is watching approach a child who is playing, take the toy from him or her, give the toy back and apologize for taking the toy without asking. Then have the two children play with the toy together. Continue this until all of the children are playing together on one side of the room. Repeat this exercise with the children who apologized for taking the toys now being the ones who have their toys taken from them. (Y)
Optional: You might repeat this exercise with other items such as snacks rather than toys.

Empathizing

Lesson 1

Materials:

- Markers or colored pencils.
- A mimeographed copy of Practice Worksheet #25 for each child.

Progress Recognition Period (5-10 min.)

T – Ask everyone who applied the character quality they have been working on during the past week to raise their hands. Select several children who raised their hands to share how they applied the quality. As children share, compliment them for their performance and encourage them to compliment each other. If you are using the poster stickers, have all children who raised their hands paste a progress piece for Juan onto their posters. Instruct all children who have earned four progress pieces for Juan to paste the character sticker for Juan onto their posters as well.

TC – Today we will learn a new character quality called *Empathizing*. We empathize by showing other people that we understand how they feel.

– This is Kim. (Hold up the picture of Kim on Practice Worksheet # 25.) Kim empathizes by showing other people that she understands their feelings. Let's look at some ways that we can empathize like Kim.

– When other people feel happy, Kim empathizes by saying "You seem happy." Let's see if you can empathize when other people feel happy.

T – Have everyone make a happy face and then turn to another person and say "You seem happy."

TC – When other people feel sad, Kim empathizes by saying "You seem sad." Let's see if you can empathize when other people feel sad.

T – Have everyone make a sad face and then turn to another person and say "You seem sad."

TC – When other people feel worried, Kim empathizes by saying "You seem worried." Let's see if you can empathize when other people feel worried.

T – Have everyone make a worried face and then turn to another person and say "You seem worried."

TC – When other people feel mad, Kim empathizes by saying "You seem mad." Let's see if you can empathize when other people feel mad.

T – Have everyone make a mad face and then turn to another person and say "You seem mad."

TC – Today we will practice empathizing with happy feelings.

TQ – What are some things that make other people happy?

A – Receiving good grades, having fun at recess, making things they are proud of, receiving compliments, hearing funny jokes, playing games.

TQ – When other people feel happy, how can we empathize with their feelings?

A – By saying "You seem happy."

TC – Let's see if you can empathize with the happy feelings of other people.

Rehearsal (5 min.)

T – Divide the class into groups of 3-4 children each. Instruct group members to tell each other about the things that make them happy. As each child shares, have the other members of the group empathize with the child's feelings.

– As the class completes this exercise, try to approach each group of children, watch them as they practice empathizing and compliment them for their performance.

Application Activity (10-15 min.)

T – Hand out Practice Worksheet #25 and a marker or colored pencil to each child. Instruct children to draw a picture of a person doing something that makes him or her happy. At the bottom of the page have them write something they could say to the person to empathize with his or her feelings.

– After about 10 min. ask several children to share their pictures with the class.

Homework

TC – Instruct children to empathize with other people's feelings as often as they can during the coming week. If you are using the poster stickers, point out that if children empathize with other people's feelings, they will receive a progress piece with a picture of Kim on it. Also mention that when they receive four progress pieces for empathizing, they will receive a picture of Kim to paste on their Character tables.

T – If children completed Practice Worksheet #25, instruct them to take home their worksheets and empathize with other people's feelings as they are doing in the pictures they drew. You might also instruct children to have their worksheets signed by their parents and return them to class.

Daily Progress Review

T – On one or more days during the coming week, set aside a few minutes to ask children how they empathized with other people's feelings at home and at school.

Optional Activities

Activity 1: Have an *Empathy day* on which everyone tries to empathize with the feelings of other people as often as they can. Then at a later time ask children to share the ways that they empathized on that day.

Activity 2: Hand out a blank sheet of paper to each child and instruct everyone to divide the paper into four sections. At the top of each section write the words, mother, father, brother or sister, and friend or classmate. Give everyone time to list things that make a person in each section happy, sad, worried or mad. Then go through the sections one at a time, asking children to share the things that they listed. Afterwards instruct children to empathize with the feelings of the people on their lists.

Showing Friendship

Lesson 1

Materials:
- Markers or colored pencils.
- A mimeographed copy of Practice Worksheet #29 for each class member.

Progress Recognition Period (5-10 min.)

T – Ask everyone who applied the character quality they have been working on during the past week to raise their hands. Select several children who raised their hands to share how they applied the quality. As children share, compliment them for their performance and encourage them to compliment each other.

– If you are using the poster stickers, have all children who raised their hands paste a progress piece for Kim onto their posters. Instruct all children who have earned four progress pieces for Kim to paste the character sticker for Kim onto their posters as well.

TC – Today we will begin to work on a new character quality called *Showing Friendship*.

TQ – Why is it important show friendship?

A – Because we can't make friends unless we are friendly.

– Because if we don't show friendship to other people, other people might not show friendship to us.

– Because if we act in unfriendly ways, other people might not want to be our friends.

– Because it makes other people feel good.

– Because other people might feel hurt if we act unfriendly toward them.

TC – This is Kurt. (Hold up the picture of Kurt on Practice Worksheet #29.) Kurt shows friendship to other people. Over the next several weeks we will learn some of the different ways that we can show friendship like Kurt.

T – Listed below are four times when children can show friendship. Write these on the blackboard and then read them to the class.

Four times when we can show friendship:
1. When we are on the playground.
2. When we are in our neighborhoods.
3. When we are in the classroom.
4. When we meet new people.

TC – Today we will practice showing friendship on the playground. One way that Kurt shows friendship is by inviting other people to play with him.*
– Let's see if you can show friendship by inviting other people to play.

Rehearsal (5 min.)

T – Have each child pair up with another person, preferably with someone whom they do not know very well. Instruct one child in each pair to pretend to play on the playground while the other child stands by and watches. Have the child who is playing show friendship by inviting the other child to play. Then have the two children play together.
– Repeat this exercise with the other child in each pair showing friendship.
– As the class completes this rehearsal, try to approach each pair of children, watch them as they practice showing friendship and compliment them for their performance.

Application Activity (15 min.)

T – Hand out Practice Worksheet #29 and a marker or colored pencil to each child. Then instruct everyone to draw a picture of themselves showing friendship by inviting a person whom they do not know very well to play with them.
– After about 10 min. ask several children to share their pictures with the class.

Homework

TC – This week we will practice showing friendship like Kurt.
TQ – How does Kurt show friendship?
A – By inviting other people to play with him.
T – Instruct children to show friendship to other people as often as they can during the coming week. If you are using the poster stickers, point out that if children show friendship, they will receive a progress piece with a picture of Kurt on it. Also mention that if they receive four progress pieces for showing friendship, they will receive a picture of Kurt to paste on their Character tables.

*In this unit children learn four different ways to show friendship. These include: Inviting other people to play, asking to play with other people, making conversation and greeting other people.

T - If children completed Practice Worksheet #29, instruct them to take home their worksheets and show friendship as they are doing in the pictures they drew. You might also instruct children to have their worksheets signed by their parents and return them to class.

Daily Progress Review

T - On one or more days during the coming week, ask children to share ways that they were able to show friendship.

Optional Activities

Activity 1: Instruct the class to stand on one side of the room and have two children go to the far side of the room and play. Then have one child from the pair who is playing show friendship by approaching a class member on the other side of the room and inviting him or her to come to the far side of the room to play. Have the three children play together while the class watches. Then have a different child who is playing approach a child on the other side of the room and invite him or her to play. Repeat this until all children in the class are playing together on the far side of the room. (Y)

Activity 2: Have everyone share situations in which they did not act in a friendly way toward other people. As each person shares, have the class think of things that he or she could have said or done in that situation to be more friendly.

Activity 3: Have a *Friendship day* on which everyone tries to show friendship to as many different people as they can. You might make this into a contest to see who can show friendship to the most people.

Activity 4: Have everyone perform an experiment to see if other people show friendship to them. Do this by instructing class members to think of other people to whom they could show friendship. Then during the coming week have them show friendship to these individuals and notice if they respond to them in a friendly way. At a later time have children share with the class the ways in which they showed friendship, say if the other people responded in a friendly way and tell the class how they felt when other people acted in a friendly or an unfriendly manner toward them.

Appendix D

Sample Conflict Resolution Lessons

Section

1 See Yourself

Concept:

☐ Understanding one's self promotes positive personal change.

Activity 1 Pretest

■ **Goal:**
To enable students to assess their attitudes and behaviors regarding violence and nonviolence.

1.
Assign **Pretest (Student Page 1).**

2.
Lead discussion of students' responses and encourage them to defend their answers. Have students share personal experiences and attitudes toward violence and nonviolence.

3.
At the end of the unit have students re-examine their pretests and see if their feelings have changed.

See Yourself

You're the Judge!

check: I AGREE I DISAGREE

1. It's okay to hit someone who hits you first.
2. You can stand up for your rights without being violent.
3. It takes more courage to solve a problem without violence than with violence.
4. Hurting someone's feelings is a form of violence.
5. People "put down" other people because they don't know another way to respond.
6. When you see someone being unfairly treated, the best thing to do is to mind your own business.

Honest Answers, Please!

Situation **WHAT I USUALLY DO & HOW I FEEL**

1. Someone calls me "chicken." ➧ _____
2. Someone calls my mother a name. ➧ _____
3. A bully threatens a classmate. ➧ _____

Make a Sentence.

1. Strength is _____
2. Courage is _____
3. Violence is _____
4. Nonviolence is _____

Check it Out

"The strong man is the man who can stand up for his rights and not hit back."

What do you think Dr. Martin Luther King, Jr. meant? ➧ _____

S1

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Section

2 A "Strong Man"

Concepts:

- Nonviolent methods are effective because:
  - the problem, not the person, is attacked,
  - workable and lasting solutions to an injustice are promoted.
- Violent methods are ineffective because:
  - the injustice continues,
  - feelings of hate and a desire for revenge and retaliation remain.
- Fouls - words, actions, and body language can escalate conflicts.
- The strong person is the one who uses nonviolent methods.

Activity 1 Fighting Fair

■ **Goal:**
To enable the students to relate the teachings of Dr. King more effectively to their daily lives.

1.
Introduction by teacher:
Write this Dr. King quote on the board, **"The strong man is the man who can stand up for his rights and not hit back."** Have a student read it aloud.

Discuss: *What do you think Dr. King meant?*
Note: Tell students that the word "man" was used to include all people.

We are going to view a video titled ***Fighting Fair.*** *It shows how Dr. King, using nonviolent strategies, stood up for his rights. You will meet a group of kids who are a lot like you. These kids have a problem. Fortunately, they meet someone who shows them Dr. King's strategies.*

While you view the video, notice how Dr. King shows he is a strong person without resorting to violence. Be aware of the words and actions he uses to fight for the rights of his people. See how the kids use Dr. King's strategies to solve their problem.

2.
Show **Fighting Fair** video.

* If you do not have a video, have students perform **Fighting Fair (Student Pages 2-5).**

3.
Display the poster **Rules for Fighting Fair** and assign **Student Page 6.** Discuss:
What does it mean to attack the problem, not the person? What are fouls? What do fouls do to an argument? What does it mean to listen with an open mind? Why is it important to treat a person's feelings with respect? What does it mean to fight fair?

4.
In small groups have students complete **Fighting Fair Works (Student Page 7).**
Discuss:

a. *What were Dr. King's goals?*
(freedom for people to sit anywhere on the bus; eat at any lunch counter; drink from any water fountain; vote in elections; live in the neighborhood of their choice, etc.)

What methods did Dr. King use? (boycotts, sit-ins, speeches, lawsuits, media, etc.)

How effective were his methods?
(they provided a way of action; they gave people a sense of hope, pride, encouragement, and direction; Jim Crow laws were repealed)

b. *What were the goals of each group - boys, girls?* (to use the basketball court)

What methods did each group use at first? (threats, put-downs, pushing)

How effective were they? (caused the problem to worsen)

When were the kids able to deal effectively with their conflict? (when the coach had them sit down and talk - using the Rules for Fighting Fair)

What did the kids do differently after learning the Rules for Fighting Fair?
(they listened to one another; they began to attack the problem instead of attacking each other)

c. *How were the Rules for Fighting Fair similar to the strategies used by Dr. King?*
(attack the problem, not the person; treat other person's feelings with respect; listen with an open mind; take responsibility for your actions)

d. *Why is it in your best interest to fight fairly?*
(promotes workable and lasting solutions; enables needs of both sides to be met; doesn't cause resentment; doesn't promote anger, hostility, need for revenge)

e. *In what ways was Dr. King a "strong man"? In what ways are you a "strong person"?*

5.
Sing the **Conflict Resolution Rap (Student Page 8).**

Activity 2 Fighting Fouls

■ **Goal:**
To have students identify "Fouls" (words, actions, body language) and the effect they have on a conflict.

1.
Introduction by teacher:
How many of you have heard the saying, "Sticks and stones will break my bones, but names will never hurt me"? Do you agree? How does name-calling hurt?

It has also been said that words can "wound" like bullets. Can you think of a time when someone used words like bullets against you? How did it make you feel? How did these feelings influence the conflict?

Rules For Fighting Fair

1. Identify the problem.

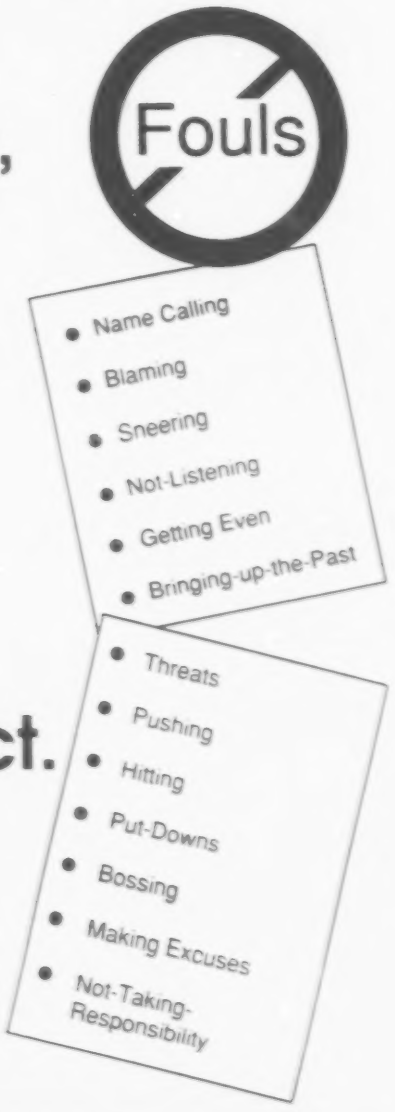
2. Focus on the problem.

3. Attack the problem, not the person.

4. Listen with an open mind.

5. Treat a person's feelings with respect.

6. Take responsibility for your actions.



S 6

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CONFLICT RESOLUTION RAP

Conflict resolution is where it's at.
So listen as we begin to rap.

You are you and I am me,
But we are us, and us are we!

Identify the problem, bring it out.
Don't kick or punch, or even shout.
Attack the problem and not the fear.
Listen with an open mind and ear.

'Cause
You are you and I am me,
But we are us, and us are we!

Focus on the problem, don't leave it behind.
Treat others with respect and feelings kind.
Take responsibility for your action,
And you'll get a feeling of satisfaction.

'Cause
You are you and I am me,
But we are us, and us are we!

Not listening to others is really unhip.
So listen to me, I'll give you a tip.
No bossing, no threatening, no put-down names!
No making excuses, no passing the blame.

'Cause
You are you and I am me,
But we are us, and us are we!

Bringing up the past is not very cool,
So whoever does, is really a fool.
And getting even is really unkind.
Don't use your hands, only your mind!

'Cause
You are you and I am me,
But we are us, and us are we!

If push comes to shove just fill in with love.
If push comes to shove, just fill in with love.

'Cause
You are you and I am me,
But we are us, and us are we!

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Stand Up And Speak Out!

"We must not seek to defeat or humiliate an opponent but to win friendship and understanding... Every word and deed must contribute to an understanding."

Dr. Martin Luther King, Jr.

Like Rosa Parks, we sometimes find ourselves in a situation where we want to speak up for our rights, but we don't always know what to say or do. When we are angry or hurt, it is even more difficult to respond in a nonviolent way. We often want to get even and strike back - even though Dr. King reminds us: ***"From violence comes more violence."***

Here is a technique to help you communicate in a nonviolent way.
It is called **"I Care Language."** It has four parts:

1. Use the other person's name. . . . . John,
2. Tell how you feel. . . . . I feel angry
3. Identify the problem. . . . . when you call me stupid.
4. Tell what you want. . . . . Please stop.

Try your skill using "I Care Language." . . . . .

Your friend accuses you of talking behind his/her back.

_____ 1 _____ 2 _____ 3 _____ 4

A classmate calls your mother a very bad name.

_____ 1 _____ 2 _____ 3 _____ 4

A friend dares you to steal.

_____ 1 _____ 2 _____ 3 _____ 4

A classmate shouts an ethnic insult at you.

_____ 1 _____ 2 _____ 3 _____ 4

_____ 1 _____ 2 _____ 3 _____ 4

Remember, it takes courage to use "I Care Language."

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A Visitor in Limestone

Conceptual focus: Conflict

SOCIAL SITUATION

Mayor Carson has been mayor of Limestone for more than fifteen years. Limestone is a beautiful little town. It is located in a high valley in the mountains of the Northwest. It is surrounded on all sides by a beautiful forest. A sparkling clear river full of fish runs by the town.

Limestone has a small population. Each year more people leave because there are few jobs. Besides, jobs in the cities pay more money. Limestone has many empty buildings. Some people say, "The town of Limestone is dying."

Mayor Carson hates to see her town become smaller and smaller. She knows that she needs to find some way to keep people from moving away.

Yesterday, Mayor Carson found one possible answer. A man who works for a company that makes clothes came to see Mayor Carson. The visitor said, "My company wants to build a factory in Limestone. Our factory will make shirts and socks. We will hire local people to work in this factory."

There is one big problem. While making socks and shirts, the new factory will produce waste products. The company wants to dump these waste products into the river. If they do this, the water will become cloudy and dirty, and many of the fish will be killed.

Mayor Carson is undecided. She wants the factory because the people of Limestone need jobs. She wants to protect the river because it is one of the things that makes Limestone a fine place to live. Mayor Carson very much wants both of these things. Her two wishes are in conflict.

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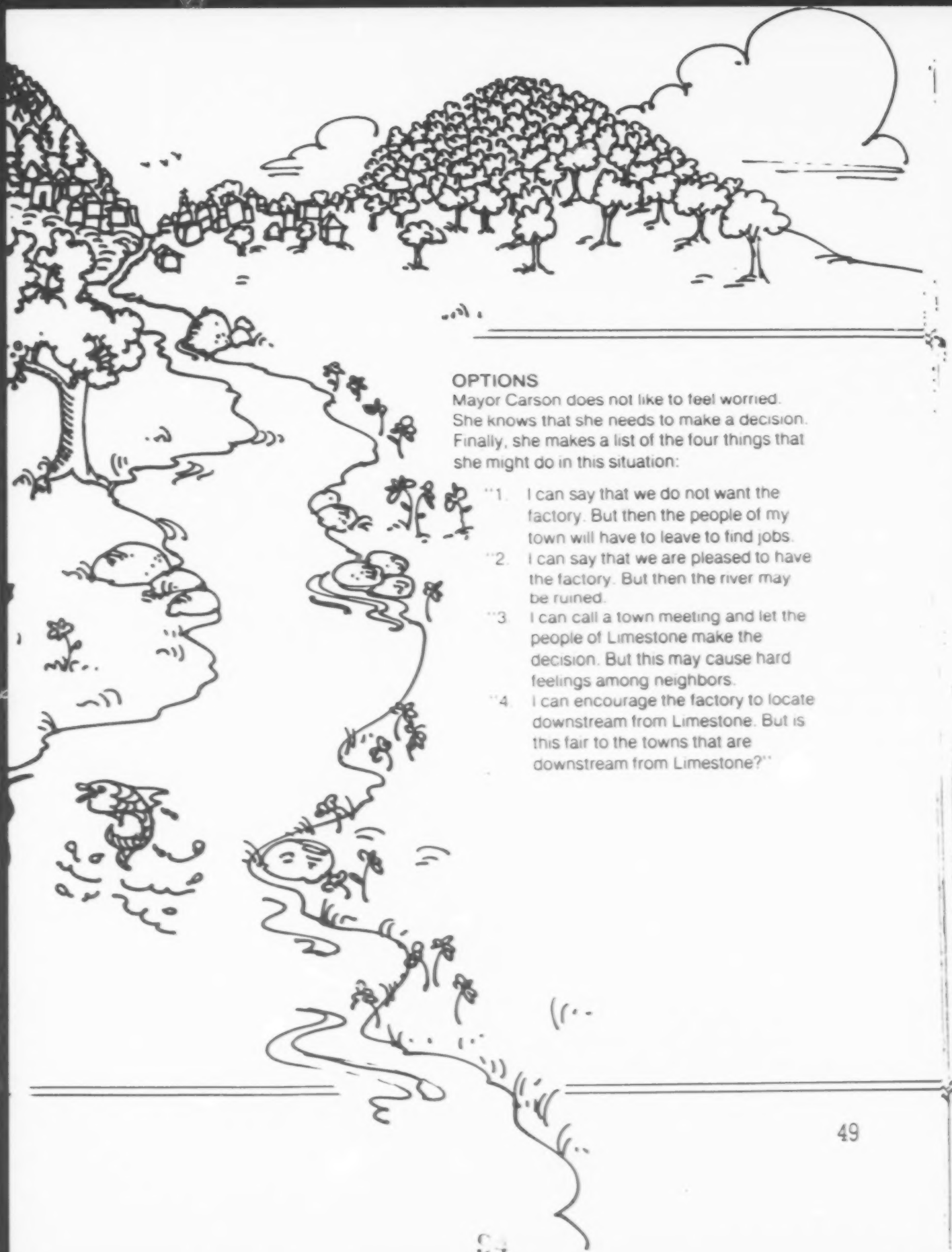

OPTIONS

Mayor Carson does not like to feel worried. She knows that she needs to make a decision. Finally, she makes a list of the four things that she might do in this situation:

"1. I can say that we do not want the factory. But then the people of my town will have to leave to find jobs.

"2. I can say that we are pleased to have the factory. But then the river may be ruined.

"3. I can call a town meeting and let the people of Limestone make the decision. But this may cause hard feelings among neighbors.

"4. I can encourage the factory to locate downstream from Limestone. But is this fair to the towns that are downstream from Limestone?"

Individual Decision Sheet

Use this decision sheet to record what you would do if you were Mayor Carson. Complete this decision sheet by yourself. Do not discuss it with anyone until you have completed it.

Select the *best* thing that Mayor Carson can do in this situation. Indicate your choice by using a check mark (✓).

_____ Tell the visitor that you do not want the factory.
_____ Tell the visitor that you want the factory.
_____ Call a town meeting and let the people decide.
_____ Ask the visitor to locate the factory downstream.

I believe my answer is best, because: _____

From J. Doyle Casteel, *Learning to Think and Choose*. © 1978 Goodyear Publishing Company, Inc. Santa Monica, CA 90401

Group Decision Sheet

Imagine that you and the other members of your group are the town council of Limestone. Mayor Carson has asked your group to decide what she should do as Mayor. Try to agree on one answer without voting.

As a group, we believe the mayor should

_____ welcome the new factory.
_____ oppose the new factory.
_____ call a town meeting.
_____ try to locate the factory downstream.

We believe our recommendation is best, because: _____

_____

_____

_____

_____

_____

_____

Members making this decision are: _____

_____

_____

_____

_____

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